

Timeline of California Standards Based Education System									
	1996	1997	1998	1999	2000	2001	2002	2003	2004
<b>Standardized Testing and Assessment</b> Standardized Testing and Reporting (STAR)		Authorized STAR Program (SB 376)*		STAR Program results first used for calculating Academic Performance Index ¶ (API) for school accountability		Reauthorized STAR Program (SB 233)**			Reauthorized STAR Program (SB 1448)
Norm Reference Test (NRT)		State Board of Education designated Stanford Achievement Test, Ninth Edition, (Stanford 9) as the statewide pupil assessment	Stanford 9 first administered in grades 2-11				State Board of Education designated California Achievement Test, Sixth Edition Survey (CAT/6 Survey) as norm-referenced Test (NRT)	CAT/6 Survey first administered in grades 2-11	
California Standards Test (CST)			State Board of Education authorized development of standards-based tests in English-language arts and mathematics as augmentations to the Stanford 9	Standards-based tests items are augmented to Stanford 9 for English-Language Arts and mathematics in grades 2-11	State Board of Education authorized development of standards-based writing tests in grades 4 and 7 and California Standardized Tests in history-social science and science in grades 9-11	California Standards Tests in history-social science and science administered in grades 9-11  California writing tests administered in grades 4 and 7	Mathematics standards-based tests (augmented items) in grades 8-11 separated from the NRT; become stand-alone tests	First administration of all California Standards Tests as "stand alone" tests. California Standards Test in history-social science moved from grade 9 to grade 8	First administration of California Standards Test in grade 5 science completed.
California Alternate Performance Assessment (CAPA)							State Board of Education approved development of the California Alternate Performance Assessment (CAPA) for the most severely disabled students to meet federal (NCLB) requirements***	First administration of the CAPA completed	
Primary Language Test		State Board of Education designated Spanish Assessment of Basic Education, Second Edition (SABE/2) for English learners		SABE/2 first administered in grades 2-11			State Board of Education redesignated SABE/2		
California English Language Development Test (CELDT)		Authorized development of English Language Development (ELD) standards and identification of tests aligned to ELD students (AB 748)		California English Language Development Test (CELDT) development and administration authorized by SB 638. State Board of Education adopted English language development standards		Annual assessment of English learners and Annual Measurable Achievement Objectives (AMAO) required for federal NCLB Title III***	Second annual administration completed	Third annual administration completed State Board of Education adopted annual AMAO targets for districts and schools	Fourth annual administration to be completed
California High School Exit Exam (CAHSEE)				Legislation by then-Senator Jack O'Connell authorized the California High School Exit Exam (CAHSEE) (SB 2X)	State Board of Education adopted test blueprints/items	Test administered to volunteer ninth graders (Class of 2004) Assembly Bill 1609 removed ninth-grade option, required a study of exam, and provided option to delay the exam based on the study	Test administered to 10th graders (class of 2004) who did not take or pass the CAHSEE in 2004 Senate Bill 1476 moved the waiver process for students using modifications to the local level	First 10th grade census administration given to class of 2005. State Board of Education postponed CAHSEE requirement to class of 2006, based on final study Senate Bill 964. Required assessment of alternatives to CAHSEE requirement for students with disabilities	Test as 10th grade census administration given to students in Class of 2006
Early Assessment ¶ Program								Early Assessment Program initiated to assess high school students for college readiness in math and reading.	Nearly 40% of 11th grade students participate in Early Assessment Program
<b>Accountability</b> Academic Performance Index (API)				The Public Schools Accountability Act, created the Academic Performance Index (API) to measure the performance of schools and students (SB 1X)	Academic Performance Index base rankings released. Academic Performance Index consists solely of Norm Reference Test.	Academic Performance Index adds California Standards Test English language arts to base with Norm Reference Test  53 percent of schools met their growth targets, almost 70 percent improved their APIs	Academic Performance Index adds California Standards Test math, California Standards Test history-social science, and the California High School Exit Exam to base  Results increased on average of 13.6 points	Changed Norm-Reference Test to CAT/6 and added CAPA and California Standards Test Science grades 9-11 to base.  90% percent of schools improved on the Academic Performance Index between 2002 and 2003 meeting the 78% growth rate	Added California Standards Test science grade 5 and California Standards Test History-Social Science grade 8 to base.  62 percent of schools made progress and 48 percent of California schools met their growth targets -- a measurement that indicates significant improvement by the school and by student subgroups that are defined by socioeconomics and ethnicity.
No Child Left Behind (NCLB)						Congress adopts the No Child Left Behind Act of 2001	Signed into law January 8, 2002. Base year for NCLB's Adequate Yearly Progress (AYP) in math and English language arts	Results of California Standards Tests in mathematics and English-language arts and CAPA used for reporting Adequate Yearly Progress (AYP) for NCLB requirements***	State Board of Education authorized development of science tests in grades 8 and 10 for NCLB requirements. Senate Bill 1448 authorized STAR Program.
<b>Standards Aligned Curriculum and Instructional Materials</b>		State Board of Education adopts standards for what every student should learn in every grade in English language arts and mathematics	Legislation passed requiring that instructional materials be standards aligned.  State Board of Education adopts standards for what every student should learn in every grade in history, social science and science  Schiff-Bustamante Program begins providing \$1 billion (\$250 million per year for four years) for purchase of Standards Aligned Instructional Materials.	State Board of Education adopts standards-aligned instructional materials for history-social science, and conducts a special adoption for reading/language arts and mathematics. \$429.20 million provided to purchase materials.	State Board of Education adopts standards-based history-social science framework.  State Board of Education adopts standards-aligned instructional materials for science  Mathematics and Reading Language Arts Framework adopted.	State Board of Education adopts standards-aligned instructional materials for mathematics  History-social science, and foreign language frameworks adopted.	State Board of Education adopts standards-aligned instructional materials for reading/language arts/English language development  Science framework adopted.  \$378.3 million in total funds received from Instructional Materials Funding Realignment Program, One-Time Instructional materials Funds, Proposition 20 Lottery Funds	State Board adopts standards-aligned instructional materials for foreign language; \$246.9 million provided to purchase materials	State Board adopts standards aligned instructional materials for health; \$446.8 million provided to purchase materials  Visual and performing arts framework adopted.
<b>Professional Development</b>	A major reading initiative implemented in K-3 (AB 3482). Requires any person who enters a program of professional preparation to satisfactorily complete comprehensive reading instruction to meet the minimum requirements for a multiple subject teaching credential or a single subject teaching credential (AB 3075).	A teacher reading instruction development program established for grades 4 to 9. Requires that contract providers of reading staff development be approved by State Board of Education before they sell their services to districts for state funded reading training (AB 1086).  Beginning Teacher Support and Assessment System (BTSA) adopted to provide beginning teachers with focused induction support (SB1422).		California's Reading Professional Development Institutes, Governor's Reading Award Program, Principal Leadership Institute, and Governor's Teacher Scholars program established and funded to improve quality of both reading and reading instruction in elementary schools, address needs of English learners (AB 2X).  Retention rates in the profession for first and second year Beginning Teacher Support and Assessment System (BTSA) teachers approximately 93% across all programs.	English Language Development Professional Development institutes established to provide 120 hours of intensive, standards based training to teachers of English learners. Provided \$29 million to train 15,000 teachers serving English learners in grades 4-8.	Teachers of reading and math are provided with intensive professional development in academic content standards (AB 466). Training for Principals and Vice Principals established focused on building leadership, improving accountability, standards based instruction, curriculum frameworks, instructional materials and use of pupil assessment data (AB 75)  Beginning Teacher Support and Assessment System (BTSA) is funded at \$104.6 million providing 29,000 teachers with instruction and support.	California Reading First plan is approved by the U.S. Department of Education, intended to ensure that all students can read by the end of the 3rd grade  AB 466 and AB 75 training continues	Reading First implementation continues  Training for teachers of mathematics and science is funded at \$14 million	Reading First implementation continues  Professional development block grants provide local education agencies flexibility in offering professional development programs.
<b>Assistance for Struggling Schools</b>				Created the Immediate Intervention for Underperforming Schools Program (IIUSP) as part of the Public Schools Accountability Act. Gave 1290 voluntary schools \$200 per student for 3 years.		Introduced the High Priority School Grant Program for lowest performing schools, giving schools \$400 per student and had them work with an external entity	Targeted School Assistance grants of \$400 per student are given to the lowest performing schools for better accountability.		
<b>Class Size Reduction</b>	Created class size reduction for grades 1-3, allocating nearly \$1 billion for facility accommodations and teacher training and \$650 per student in those classes. Added 18,400 new classrooms with 20 students or less. (AB 354 and SB 1777)	99% of all 1st graders and 95% of all 2nd graders were enrolled in smaller size classrooms	Program expanded to reduce class sizes in two courses in Grade 9						

\* SB 376 required students in grades 2-11 to be tested in English with State Board of Eduction approved Norm-Referenced Test in reading, writing, and mathematics, with spelling added in grades 2-8 and history-social science and science added in grades 9-11

\*\* SB 233. This reauthorization bill moved the California Standards Test in history-social science science from grade 9 to grade 8, eliminated the Golden State Examinations (GSE), created the grade 8-9 general mathematics California Standards Test, and directed an increasing emphasis of the California Standards Tests over the Norm-Referenced Test.

\*\*\* NCLB refers to the federal No Child Left Behind (NCLB) requirements.